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ABSTRACT

This study was undertaken with the belief that financial need is not an isolated barrier to postsecondary education and that it is frequently accompanied by distinct motivational, academic, and geographic factors. The distribution of Alabama's poverty on a county level is shown and evaluated. It is noted that all of the countries with a predominantly black population in 1970 are included among those with the highest degree of poverty. The data show that the impact of poverty in Alabama is severe, with an inordinate number of persons and families in every county impoverished. Increasing cost of living and decreased purchasing power of the dollar intensify the hardship. Lack of educational training may be the most crippling disadvantage of poverty, since income, wages, occupation, and employment are influenced by educational attainment. Social norms and values, academic procedures, and geographic variables can produce severe obstacles to postsecondary education. Postsecondary education must develop a flexibility to meet the financial, geographic, motivational, and academic needs of new students, as well as a social commitment exercised in a way that benefits the total community. (Author/LBH)

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POVERTY IN ALABAMA

A BARRIER TO POSTSECONDARY EDUCATION

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MARY LEE RICE SHANNON

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HIGHLIGHTS

The attainment of some education beyond high school is becoming an expectation of persons in all segments of modern society. The opportunities for this educational advancement have increased, but there are still segments of the population which are denied these opportunities. The poverty populace provides one example of this problem.

In Alabama poverty is widespread and predominant in many counties. In 1970:

- twenty-five percent (25%) of the State's persons were poverty-stricken
- twenty-one percent (21%) of all families in Alabama were poverty-stricken
- forty-seven percent (47%) of all black families fell below the poverty level
- poor families had more children (an average of 3.2 children per family) than non-poor families (2.4 children per family)
- mean income for families below the poverty level was $1,988.00 compared to $8,357.00 for families of all income levels
- while 94 percent of the heads of poor families in the labor force were employed, only 53 percent worked full-time
- forty-nine percent (49%) of the heads of poor families were not in the labor force
- sixty-three percent (63%) of the heads of poor families had attained eight years or less of formal schooling
- median school years completed for the poor was 7.6 years compared to 10.8 years for persons of all income levels
- the majority of the poverty populace (58%) resided in urban areas

This poverty, experienced by so many of the State's citizens, forms very strong barriers to postsecondary education. The various factors impeding advanced educational attainment for the poor include:

- financial barriers associated with small incomes and large families, the high cost of advanced educational training, the decreasing purchasing power of the dollar, and the lack of full-time employment for heads of poor families
- motivational barriers induced by parental attitudes and norms, and peer pressures
- academic barriers brought about by inadequate educational preparation, and inappropriate substantive requirements for admissions to institutions of higher education
- geographic barriers resulting from the inadequate and inefficient location of postsecondary institutions

Accessible postsecondary educational opportunities which are responsive to the fluctuating needs of the labor market will play a key role in eliminating poverty.

POVERTY IN ALABAMA

A BARRIER TO POSTSECONDARY EDUCATION

Mary Lee Rice Shannon

The Institute of Higher Education Research and Services

The University of Alabama

University, Alabama

1976

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FOREWORD

The Institute of Higher Education Research and Services is an agency of The University of Alabama. Part of its mission is to identify and analyze crucial educational issues which confront our state and its people.

Poverty in Alabama is both widespread and intense. It is a social issue which should command our attention, our resources, and our skills as a people to work toward its elimination.

Increasing access to postsecondary education is a topic of continuing interest to IHERS. We engage in training projects, conduct seminars and workshops, and design research projects--all with the intent of creating more educational opportunity tailored to the needs of our citizens and with increasing ease of success.

I am delighted Mary Lee Shannon, an outstanding social science researcher, has joined our Institute staff. She has produced here a careful review of the elements of poverty in Alabama and related these to postsecondary education in this state.

This is a significant study for all citizens in Alabama and the South. I commend Ms. Shannon's work to you.

May I state, too, that this study and publication are supported, in part, by a generous grant to the Institute from the Carnegie Corporation of New York. This support, however, does

not imply that the Corporation should be held responsible for the design or findings of this study. The Institute alone is responsible for the format, analysis, and interpretations in this study.

Thomas Diener
Director
IHERS

PREFACE

In recent years governmental interest in postsecondary education for all citizens has increased significantly. Student aid programs have grown steadily since 1970. New measures, such as the Basic Educational Opportunity Grant (BEOG), have been developed and initiated. The assumption that financial aid alone will increase educational opportunity and accessibility for the poor has motivated both state and federal monetary provisions.

The cost of tuition, books, and lodging is a recognized barrier to postsecondary education for the poor. That motivational, geographic, and academic factors may also influence educational attainment is a recent consideration requiring additional investigation and analysis.

Associated with the trend to view the problems of postsecondary education for the poor in a broader perspective, is an awareness of the relationship between education and the demands of the labor market. Occupation and income are often affected by educational training, but advances in education do not guarantee a receptive labor market. Thus educational institutions must be aware of the demands of the labor market and provide students with marketable skills and talents.

The present study has been undertaken with the belief that financial need is not an isolated barrier to postsecondary education and that it is frequently accompanied by distinct motivational, academic, and geographic factors. It is hoped that the author's perspective along with the data will provide an understanding of impoverishment and its implications with regard to postsecondary education.

This report represents the efforts of numerous people. The author wishes to express her gratitude to the following persons:

Dr. Thomas J. Diener, Director of the Institute of Higher Education, for the ideas and direction offered throughout this project; Dr. Albert E. Drake, Professor of Statistics, and Ms. Otis Holloway Owens, Associate of the Institute of Higher Education for their invaluable time and suggestions so readily provided.

A special thanks is extended to Ms. Marilyn Emplaincourt, Staff Associate of the Institute of Higher Education, for her editorial assistance and aid in verifying the numerical data.

A final thanks is offered to Gail Morgan, staff member of the Institute of Higher Education, for her typing assistance.

Mary Lee Rice Shannon
The University of Alabama

CHAPTER I

INTRODUCTION

One of the greatest burdens experienced in American Society today is that of poverty. This is, of course, neither a new nor a startling statement. Poverty is an issue that has prompted national awareness. But accompanying this awareness has been a disagreement concerning the best way to analyze poverty. The economic view maintains that income or income deficit is the major cause of poverty and its concurrent problems. The non-economic view suggests that certain values and norms (i.e., discrimination and indifference) of the dominant society are the cause of poverty. It should be realized, however, that poverty is not controlled by one factor; it is multi-causal. Therefore, both positions must be taken into account.

It is with such an eclectic view that this paper is being presented. The aim is to look at poverty in Alabama and to try to understand its implications in regard to postsecondary education. While a statistical account of the incidence of poverty and its geographic distribution is covered, greater emphasis is placed on the delineation of barriers to education due to poverty (including family and individual characteristics, academic, geographic, and financial barriers)

and the analysis of these limitations on Alabama's poor. Finally, the importance of linking Alabama's manpower needs and labor market responsiveness with increased educational opportunity must be stressed if education in this State is to be used as an effective means of reducing poverty.

SOURCES OF DATA AND METHODOLOGY

The majority of numerical data used in this paper was collected in 1970 by the United States Bureau of the Census. Other statistics were supplied by The University of Alabama's Center for Business and Economic Research (CBER), the Alabama Commission on Higher Education (ACHE), and the Alabama State Department of Education. Additional sources included various articles and books written on the subject of poverty and postsecondary education.

The methodology for this study consisted of extensive data gathering, analysis, and description. The census data used concerning income, poverty status, education, and employment were based on a 15 percent sample of the population rather than on a 100 percent count. In all cases, the data were multiplied by the appropriate reciprocal of the sampling rate to obtain a population estimate. These estimates have an error rate of less than one-half percent at the 95 percent confidence level (U.S. Department of Commerce, 1972a: App. 46-50).

LIMITATIONS

Since the scope of this study involved the compilation and analysis of numerical data relating to poverty and post-secondary education, no survey or "participant observation," i.e., in-depth, face-to-face analysis involving the researcher and the study group, was included. Therefore, it was a difficult task to evaluate the full implications of the effects of poverty on human beings by merely looking at numerical data.

Compounding the problem was the fact that the census data relied upon were somewhat dated, and there was the possibility of underenumeration of the poverty populace (Siegel, 1974). Moreover, since much of the information compiled by the Bureau of the Census was based on a sample of the population, the precision of the estimates used is reduced. This lack of accurate, systematic data concerning Alabama's poor and their relation to postsecondary education poses a distinct problem to educational planners in terms of providing increased and effective educational opportunities for the poverty-stricken segment of the population. Nevertheless, it is hoped that this analysis will prompt definite action in regard to further examination of the problem and sincere efforts to remedy the situation.

CHAPTER II

A SURVEY OF ALABAMA'S POVERTY POPULACE

The incidence of poverty in Alabama is very high. Twenty-five percent (25%) of all persons in Alabama and twenty percent (20%) of the State's families ranked at or below the poverty level in 1970. The poverty index used here was adopted by a Federal Interagency Committee in 1969. It takes into account such factors as family size, sex, and age of the individual or the head of the family, place of residence, and the total amount of income accrued by the individual or the wage earners in a family. An economical and nutritionally adequate food plan designed by the U.S. Department of Agriculture aids in determining the poverty thresholds (U.S. Department of Commerce, 1970:108). If the total money income of the individual or family is less than three times the amount of the economy food plan, they are classified as poor.

Between 1970 and 1974*, the estimated disposable per capita income (i.e., income remaining to persons after payment of personal taxes) in Alabama increased 41 percent. However, due to inflation, the purchasing power of the dollar decreased from

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*This year provides the most recent published data on poverty thresholds and economic information for the State of Alabama.

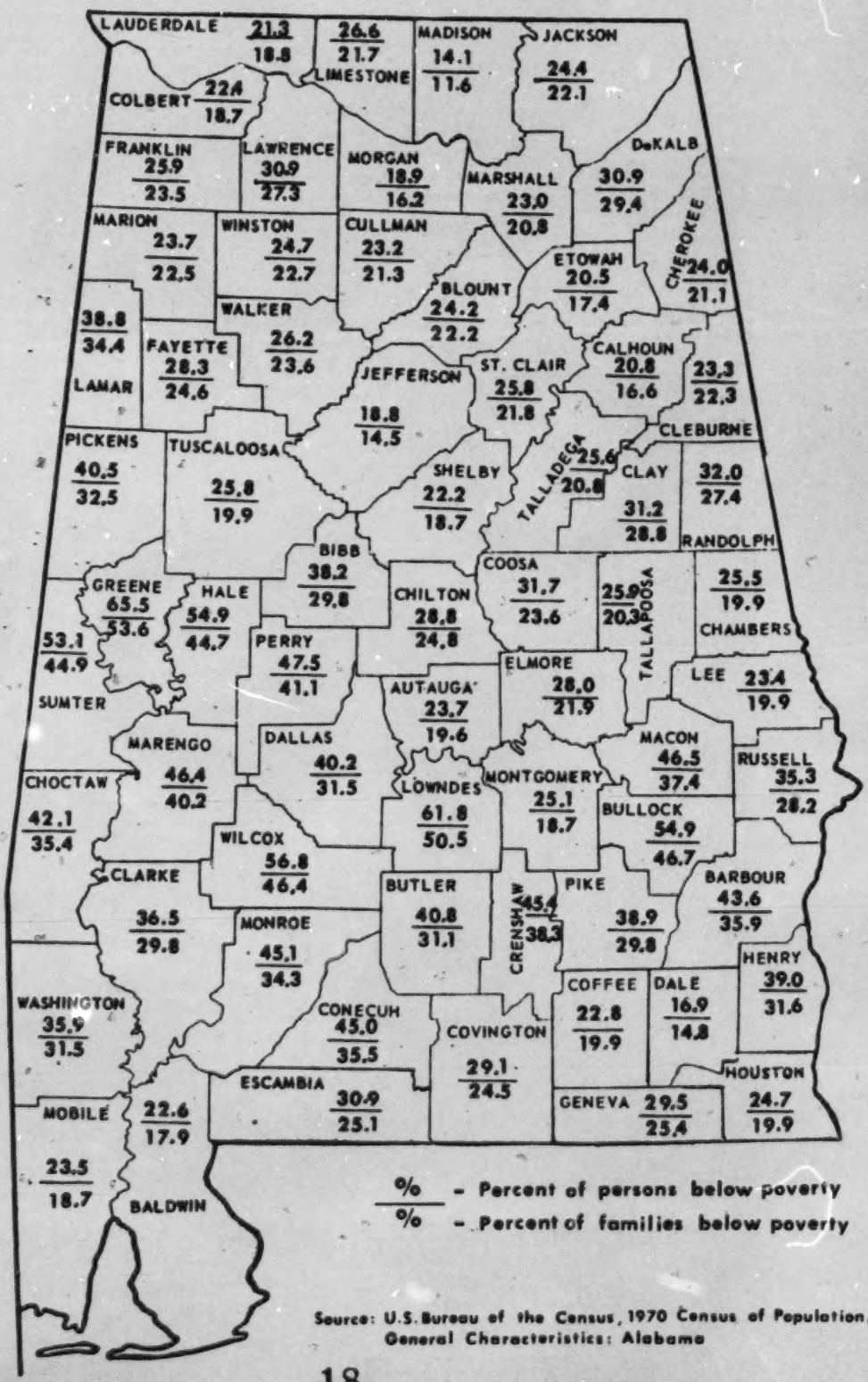
$1.00 in 1967 to $0.86 in 1970 and to $0.68 in 1974. Therefore, while dollars-in-hand increased 41 percent between 1970 and 1974, the actual value or purchasing power of that income only increased 11.3 percent (see Table 1). During the same time period the national poverty income levels increased approximately 35 percent (see Table 2). This level also changes yearly in response to the annual rate of inflation. The implication here is that those poverty families or persons with increased earnings are probably enduring the same impoverishment now that they experienced in 1970; and those families or persons whose income has not increased are suffering an even greater need.

The distribution of Alabama's poverty on a county level is shown on Map 1. Counties with greater than 30 percent of their families and individuals below poverty are extracted and represented on Map 2. These counties include Barbour, Bullock, Butler, Choctaw, Conecuh, Crenshaw, Dallas, Greene, Hale, Henry, Lamar, Lowndes, Macon, Marengo, Monroe, Perry, Pickens, Sumter, Washington, and Wilcox.

It is noteworthy that all of the counties that had a predominatly black population in 1970 (Sumter, Greene, Hale, Dallas, Wilcox, Lowndes, Bullock, and Macon,) are included among the counties with the highest degree of poverty. Although the Bureau of the Census classifies more than sixty

MAP 1

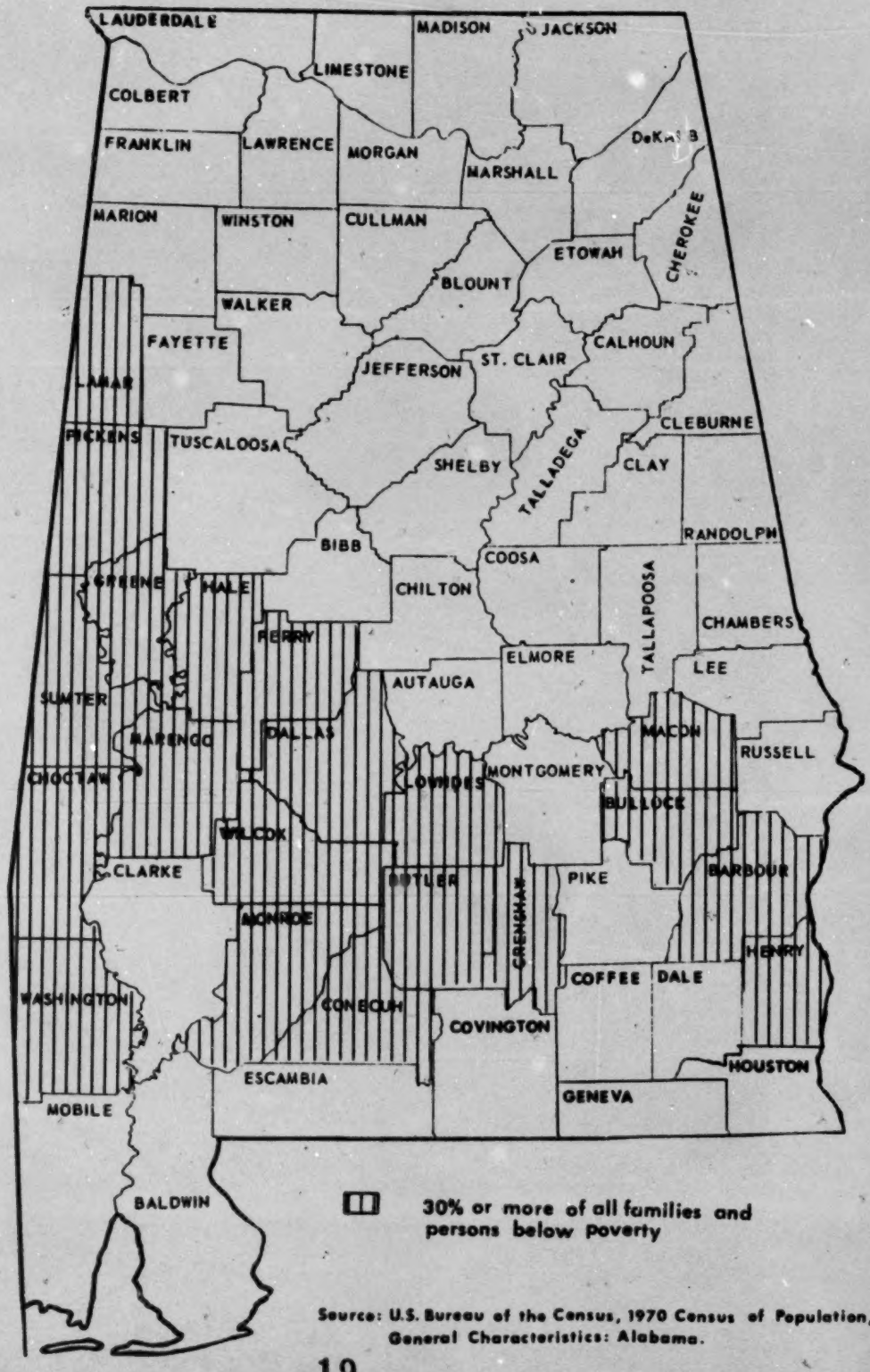
Percentage of Persons and Families in Alabama with Income Below Poverty, by County, 1970



Source: U.S. Bureau of the Census, 1970 Census of Population, General Characteristics: Alabama

MAP 2

Alabama Counties with 30% or More of Their Persons and Families Having Incomes Below the Poverty Level: 1970



Source: U.S. Bureau of the Census, 1970 Census of Population, General Characteristics: Alabama.

percent (60%) of the population of most of these counties as rural, the majority of poverty-stricken Blacks in Alabama live in urban areas, while the majority of impoverished Whites are rural residents (see Table 3). While there are numerically more poverty-stricken white families (93,614) than poverty-stricken black families (86,821), an examination of percentages suggests that Blacks bear a greater degree of poverty than Whites. Nearly 47 percent of all black families in Alabama are poverty-stricken compared to 13.6 percent of all white families. An even greater percent of all black persons (52.8%) are classified as poor compared to 15.7 percent of all Whites. It should be noted that a person is considered "poor" when the individual's income falls below the poverty level, while a family is listed as poverty-stricken when the total income of all the family's wage earners is less than the appropriate poverty threshold.

The Bureau of the Census created two variations of the poverty definition when the poverty index was modified in 1969. One utilized 75 percent of the index to show those persons/families with very great need; the other used 125 percent of this index to show those persons/families who bordered on being poverty-stricken. In 1970, 27.3 percent of all families and 32.5 percent of all persons in Alabama

fell below the 125 percent level (see Table 3). The standard thresholds established in 1974 exceed the 125 percent variation of 1970, thereby significantly increasing the number of pecple classified as poverty-stricken and designating a new group for the 125 percent category.

A wide range of characteristics* mark Alabama's poverty populace. These characteristics are shown on a county basis in Table 4 and on a statewide basis in Table 5. The majority of family heads are between the age of 25 and 64 and have zero to two related children under the age of 18. In the five counties with the greatest percentage of poor (i.e., Greene, Lowndes, Bullock, Wilcox, and Hale) the average number of related children under the age of 18 is high. Lowndes County leads with an average of 4.0 children per family. Wilcox and Bullock Counties follow with an average of 3.9 children. Hale County's poor families have an average of 3.8 children and Greene County's families average 3.7 children. The statewide average is 3.2 children per poor family.

The mean income for families in 1970 was $1988.00 and the mean income deficit (calculated as the difference between

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*The discussion on these characteristics is based on numerical information taken from the U.S. Department of Commerce, Bureau of the Census, 1970 Census of Population for Alabama. Any data not taken from the Census will be so designated.

the total income of families and unrelated individuals and their respective poverty levels) was $1632.00 (see Table 6). In the five counties with the greatest poverty populace the mean family incomes were generally lower and the deficits were higher. Greene County had the lowest mean family income of $1773.00 and the highest mean income deficit of $2217.00.

The other four counties were as follows: Lowndes, $2035.00 mean family income, $2040.00 mean income deficit; Wilcox, $1898.00 mean family income, $2177.00 mean income deficit; Bullock $1810.00 mean family income, $1981.00 mean income deficit; and Hale County, $1858.00 mean family income, $2047.00 mean income deficit. According to the U. S. Bureau of the Census, 22.8 percent of Alabama's poor families received public assistance in 1970, but a greater percentage of families from each of the five counties listed above were given public aid. The percentages ranged from 25.3 percent in Bullock County to 37.7 percent in Wilcox County (see Table 4).

Slightly over 50 percent (91,517) of all heads of poor families in Alabama are in the labor force; of these 85,934 (or 94%) are employed and 5583 (or 6%) are unemployed. The remaining 49.5 percent (89,913) of all heads of poor families are <u>not</u> in the labor force (see Table 5). Most of the persons

in this latter category are "students, housewives, retired workers, seasonal workers enumerated in an 'off' season who were not looking for work, inmates of institutions, or persons who cannot work because of long-term physical or mental illness or disability" (U.S. Department of Commerce, 1970:103). Of those heads who are employed, 60.5 percent are either craftsmen, foremen, operatives, or service workers. Related to these employment figures is the fact that 63 percent of the heads of poor families have attained eight years or less of formal schooling.

This discussion has provided an overview of the problems of poverty in the State and generally has described some characteristics of the poor population. In order to achieve a greater understanding of poverty it is necessary to take an in-depth look at associated factors.

This paper concerns itself with the education variable as it affects the poor. While lack of education is not the ultimate "cause" of poverty, in almost every case it is an apparent factor.

CHAPTER III

BARRIERS TO POSTSECONDARY EDUCATION FOR THE POOR

In many poverty studies the tendency has been to note the non-economic variables but to expand on the economic aspects. This is probably due to the difficulty involved in trying to quantify the subjective. However, to fully appreciate the restrictions that poverty imposes on higher education it is imperative to discuss and to substantiate wherever possible the non-economic aspects (e.g., attitudes and values) as well as the more apparent financial factor.

Although values, attitudes, and personal characteristics play important roles as barriers to higher education for the poor, it is not suggested here that these factors are the direct causes of poverty. Nor are they considered as part of a "culture of poverty," but rather as an inevitable reaction to a constant state of need. When looking at the differences of the poor, the inclination may be to assume that this variance is the cause of their problems. Instead of blaming the poor, it would seem to be more constructive and more realistic to look to the community or to the social environment for the root causes of poverty (Ryan, 1974; Watchel, 1974). For instance, in the case of education, perhaps the

schools themselves should be questioned concerning their role in fostering or depressing achievement.

It cannot be disputed that the attainment of high levels of education is rapidly becoming the norm in today's society. But as more and more people complete college, the marginally educated person becomes increasingly less able to function. This is due to the fact that an expectation of some college education has been "built into jobs, into the economy's consumption technology, and into other aspects of non-vocational life" (Tussing, 1975:35). It is, therefore, necessary to identify any barriers to postsecondary education that the poor experience and to find some means of reducing or eliminating them. Motivational, academic, geographic and financial limitations on the poor are explored in this paper.

Motivational Barriers

Family Characteristics

Educational attainment is determined to a great extent by the socio-economic status of the family, an attribute which lies outside the individual's control. Excluding economics, the parents' norms, values, and orientations work in the socialization process to either encourage or discourage educational attainment (Morgan, 1974:307). The parents' behavior which

is linked to their own socialization and educational attainment begins to stimulate (or not stimulate) their children's goals early in life. If the parents are not highly educated and were not taught to value education by their own parents, then they may not be inclined or even able to teach these values to their children.

In Alabama, 63 percent of the heads of poor families have attained eight years of schooling or less. About 95,000 or eighty-three percent (83%) of these did not complete the eighth grade (see Table 7). For heads of poor black families, 67 percent have completed only some elementary education; 59 percent of the heads of poor white families fall into this category. Higher educational attainment for the poor is quite low. Three percent (3%) of all poor family heads have completed one to three years of college; 4.5 percent of the heads of poor white families have completed some college in contrast to 1.6 percent of the heads of poor black families. Less than two percent of the heads of all poor families are college graduates (see Table 7).

The median school years completed are 7.6 years for all heads of poor families; 8.2 years for heads of poor white families and 6.9 years for heads of poor black families. It should be noted that the median school years completed for

poor Whites is 3.8 years below the median for all Whites, while the median for poor Blacks is only 1.1 years below the median for all Blacks. These figures suggest that Blacks of all economic levels in Alabama have experienced greater barriers to education than have Whites.

When differentiating between urban and rural residence, it can be seen that educational attainment increases for persons of all income levels in urban areas. This is most likely due to increased educational opportunities in these areas and an environment which places greater emphasis on schooling. Educational attainment is much lower for persons of all income levels in rural areas (see Table 8). Because the number of poor in some counties is so high, and because the poorest counties are also rural counties, the median school years completed for each county's total population falls far below the 10.8 years median for the State (see Table 9). In the five poorest counties the medians for the total population range from 8.3 years for Greene County to 8.8 years for Wilcox County.

In addition to educational attainment of the parents, the size of the family may influence a person's chances of going to college. A large number of siblings could have a negative effect on educational attainment, by increasing

competing needs for the family's already too limited resources. "Education, in part, is an investment decision made on behalf of the individual by his parents. Thus, one would expect that families which are more burdened by the cost of education will be less likely to invest in it." (Morgan, 1974:306).

The mean number of children under the age of 18 for poor families in Alabama is 3.2 compared to 2.4 for all other families. It has already been shown that in all counties in Alabama, the size of poor families is larger than that of the State's non-poor families (see Table 4). Thus, financial burdens for these families are extreme.

Often college enrollment data provide additional insight concerning these barriers. In Alabama, the enrollment figures provided by the U. S. Bureau of the Census for persons 16-24 years old in 1970 raise some questions. Accepting the hypothesis that parental attitudes and educational attainment influence the desire for college, one would suspect that fewer poor persons (whose parents have had little formal education) would be enrolled in college than all other persons. However, the census data suggest that more poor persons (except Blacks) are enrolled in college than persons from all income levels (see Table 10).

It is the premise of this author that a valid comparison

between the figures for persons with income below poverty and persons from all income levels cannot be made. There are several reasons for this argument. First, the data presented do not include students living in dormitories or students from Alabama who are attending out-of-state colleges. A large number of poor students in Alabama attend junior colleges which do not have dormitories. Moreover, it is most likely that those students who are able to attend out-of-state colleges, and the majority of students living in dormitories represent the non-poor. Therefore, it is felt that a substantial number of non-poor students are not enumerated in the data provided.

While a comparison of the data between poor persons and persons of all income levels cannot be made, an examination of the figures for persons with income below poverty is useful. Thirteen percent of the males 16-24 years old with income below poverty were enrolled in college in 1970; only 7.5 percent of the females in this category attended college. In differentiating between black students and white students, an excessive disparity is noted. Twenty-four percent (24%) of Alabama's poor white males were enrolled in college in 1970 compared to four percent (4%) of the poor black males. The discrepancy is not as extreme for females, although it is still

large. Ten percent (10.4%) of the poor white females 16-24 years old were enrolled in college; 5.5 percent of the poor Blacks in this category were college students. Again, these data point to an inordinate inequality in access to post-secondary education for Blacks.

It should also be noted that on an urban/rural basis, a sizeable difference in enrollment figures becomes apparent (see Table 10). Twenty-one percent (21%) of all poor males and 11.7 percent of all poor females living in urban areas were enrolled in college in 1970. But in rural areas, only 4.3 percent of all poor males and 2.6 percent of all poor females were college students. For poor urban Blacks the percentages of persons enrolled in college (6.5% males; 8.0% females) was notably higher than for poor Blacks in rural areas (1.3% males; 2.5% females). It has already been shown that heads of poor families in the rural areas of Alabama have completed less formal schooling than have heads of poor urban families (see Table 8). The urban/rural enrollment data point to several possibilities. First, advanced educational opportunities may be fewer for persons in rural areas than for persons residing in urban areas. A second, and concurrent, possibility is that of attitudes. Since educational attainment has been marginal for heads of poor families in rural

areas, their attitudes and training may be influencing the lower rate of college enrollment for their children.

While the personal attitudes of heads of poor families in Alabama regarding postsecondary education have not been surveyed, these data do provide some indication that attitudinal barriers may be present. As stated, many researchers (Morgan, 1974; Ferrin, 1970; Astin, 1972; and others) maintain that parents' attitudes concerning education are formed by their own educational attainment and socialization, and that these values, which will be passed on to their children, will be weak or non-existent if their educational background is inadequate. Accepting the above hypothesis, then, it is assumed that the educational values instilled in today's poverty-stricken youth by their parents may be insufficient to motivate their desire for a college education or to equip them with the tools necessary for success in college.

Individual Characteristics

Capability is one very basic resource possessed by an individual that must be capitalized to insure educational success. There are two factors which comprise the concept of capability--cognitive skills and achievement motivation (Morgan, 1974:308). A part of one's cognitive skills is

biologically controlled; the other part is socially acquired (Wilbur, 1975:11). Of greatest concern here is the part that is acquired.

The role of the parents' behavior and attitudes in affecting a person's learning capacity has been discussed. In addition, one's peers play an important role in developing cognitive skills and achievement motivation. Lack of intellectual challenge from friends and acquaintances will do little to increase a person's academic or vocational aspirations. It has been suggested that this lack of motivation in part derives from a very realistic perception of the limited educational opportunities that have been available to the poor. The problem is aggravated by the fact that the rewards or benefits accrued by increased educational attainment are not immediately realized nor are they even guaranteed. Thus the length of time involved in the education process defers gratifications and increases the tendency for one to give up or to drop out of school. As one's friends drop out of school, a person's will power to remain in school is severely threatened. Students then find marginal employment more enticing than long-range educational possibilities (Willingham, 1969:9).

Many researchers feel that these motivational factors are greater barriers to postsecondary education for the poor than lack of finances.

Enrollment figures and years of school completed provide a possible indication of this lack of motivation. In Alabama in 1970, 62,113 (or 52.5%) of the persons 16 to 24 years old who were classified as poverty-stricken were not enrolled in regular schooling of any kind. "Regular" schooling included training leading to an elementary school certificate, high school diploma, or college degree. Attendance at a business or trade school, or adult education classes was not counted (U. S. Department of Commerce, 1970:97). Of those persons not enrolled in school, 29 percent had only completed eight years of schooling or less. Another 35 percent had not completed high school. Over 37,800 (61%) of these people were between the ages of 20 and 24, but only two percent (2%) had completed four years or more of college (see Table 11).

By differentiating on the basis of sex, race, and urban/rural residence, a number of differences become apparent (see Table 11). More poor Whites (10.4%) had completed some college training than had poor Blacks (3.7%). A greater percentage of poor persons living in urban areas (10.0%) had received some college training than had those living in rural areas (3.3%). On the basis of sex and race, for poor Whites, a similar percentage of males and females (11.0% and 10.0%

respectively) had completed some college education, while the percentage of poor black females with some college training exceeded that for poor black males by 2.5 percent (4.7% females; 2.2% males). The differences between males and females in both urban and rural areas were very small.

These percentages appear to substantiate the hypotheses that poor Whites and all poor persons living in urban areas have had greater opportunities for obtaining advanced educational training than have poor Blacks and all poor persons living in rural areas. However, the data for all poor persons, regardless of race, sex, or residence suggest that a large number of poor persons not enrolled in school are lacking advanced educational training. Lack of opportunity, finances, and motivation are all possible explanations for these figures.

The years of school completed for heads of poor families in Alabama provide another dimension to the picture. Fifty-two percent (52%) of Alabama's heads of poor families have less than an elementary education. While the years of school completed for these people are, on the whole very low, by taking the factor of age into account, it can be seen that the educational level of the State's poor adult population is changing. For those heads of poor families who were 65 years old or older in 1970, 83.9 percent had an eighth grade

education or less. Fewer than three percent (2.3%) had completed some college. The educational level for heads 25 to 64 years old was a little higher. Fifty-eight percent (58.2%) had completed only eight years of school or less, but almost four percent (3.9%) had completed some years of college. The greatest contrast was seen in the under 25 years old group where the number with an elementary education or less was reduced to 25 percent and the number with some college training increased to 17.7 percent (see Table 12).

It is apparent, however, that the number of persons completing college is not keeping pace with the number attending. The change in the percentage of heads of families who had completed four or more years of college was small. Less than one percent (0.8%) of the heads of families in the oldest group fell into this category compared to 3.5 percent of the youngest heads of families--a change of only 2.7 percent.

It should be noted that the increase in percentages for heads of poor white families with some college has gone from 3.1 percent for the over 65 years old group to 26.1 percent for the under 25 years old group. However, for heads of poor black families the increase is much less--from 1.1 percent for the oldest group to 5.1 percent for the youngest group (see Table 12).

Quantifying the factor of motivation in the educational attainment of the poor is extremely difficult if not impossible. Nevertheless, the above data suggest that definite barriers to education do exist and that these are seen most dramatically in the area of postsecondary education. While the role that motivation plays in educational attainment cannot be measured exactly, it would be unrealistic and unwise to assume that it is of little or no importance in the educational process. Taking such an abstract factor as poverty into account necessarily complicates the search for a solution. But, a solution that does not include all facets of the problem becomes a barrier itself rather than an aid.

Academic Barriers

As the State of Alabama continues to move toward increased college access, a great number of the new students entering postsecondary education will be the financially poor students who, more often than not, may also be poorly prepared academically due to weak or inadequate educational experiences in elementary and secondary schools. Because of this situation, a number of procedural and substantive college admissions requirements have come under a great deal of attack. Included among these are entrance examinations, general

educational requirements, course pre-requisites, and various bureaucratic procedures.

Both procedural (forms) and substantive (standards) admissions requirements are set by Alabama's colleges and universities. Application forms and high school transcripts are universal procedural requirements; the majority of public and private institutions require a medical examination form. Eighty percent (80%) of the State's colleges and universities require application fees, but fifty percent (50%) of these will waive the fee or delay billing for those students who are financially handicapped (ACHE, 1972a:21). These fees range from $5 to $50, but less than twenty percent of the schools charge more than $10 and the majority of those who do are private institutions. The junior colleges requiring an application fee charge the $5 minimum.

Application deadlines for Alabama's colleges and universities provide ample time after high school graduation or completion of the academic year at college for the student to complete application to another school. Ninety percent (90%) of the colleges and universities accept applications up to two or three weeks before registration; forty percent (40%) have no deadline, or accept applicants through the registration period (ACHE, 1972a:24).

From the above discussion, it is obvious that a number of procedural requirements are considered in an admissions application. However, in Alabama, enough leeway is provided to minimize the potential barriers most often associated with these requirements. It is the substantive requirements that are most easily quantified, given greater emphasis in admissions decisions, and often cited as the greatest academic barriers to the poor. High school grade average, test scores from the Scholastic Aptitude Test (SAT) and American College Testing (ACT), and, for transfer students, the college grade point average (GPA) are some examples. Alabama junior colleges have an open admissions policy, so their students are not affected by these substantive requirements.

Aptitude or achievement test scores are required by all private junior colleges, 90 percent of the public senior institutions, and 75 percent of the private senior colleges. On the whole, private colleges require a higher composite score than do the state institutions. Over one-third of the public institutions either allow for a sliding score or do not utilize a cut-off score for the tests. In every school (except one private four-year institution), however, the scores are given some consideration in the admission decision. In addition, seventy percent (70%) of the colleges

who utilize these substantive requirements maintain that entering freshmen must have a "C" average for their high school studies. Eighty percent (80%) require a college grade average of "C" for their transfer students (ACHE, 1972a:26).

There are certain skills necessary for success in the academic setting, but those of greatest importance are competent reading and writing abilities. The problems associated with substantive college requirements often stem from a lack of these basic skills. In addition, it has been suggested that the aptitude tests employed by colleges and universities are culturally biased (Ferrin, 1970:11).

Many of Alabama's poor youth lack adequate reading and writing skills, and many of the substantive admissions requirements which act as barriers to the poor are present in Alabama's colleges. Therefore, in planning for increased educational opportunity for the poor, it will be imperative that such academic barriers be studied, and, wherever possible, eliminated.

Geographic Barriers

There are a number of geographic factors associated with rural areas which limit access to higher education. For

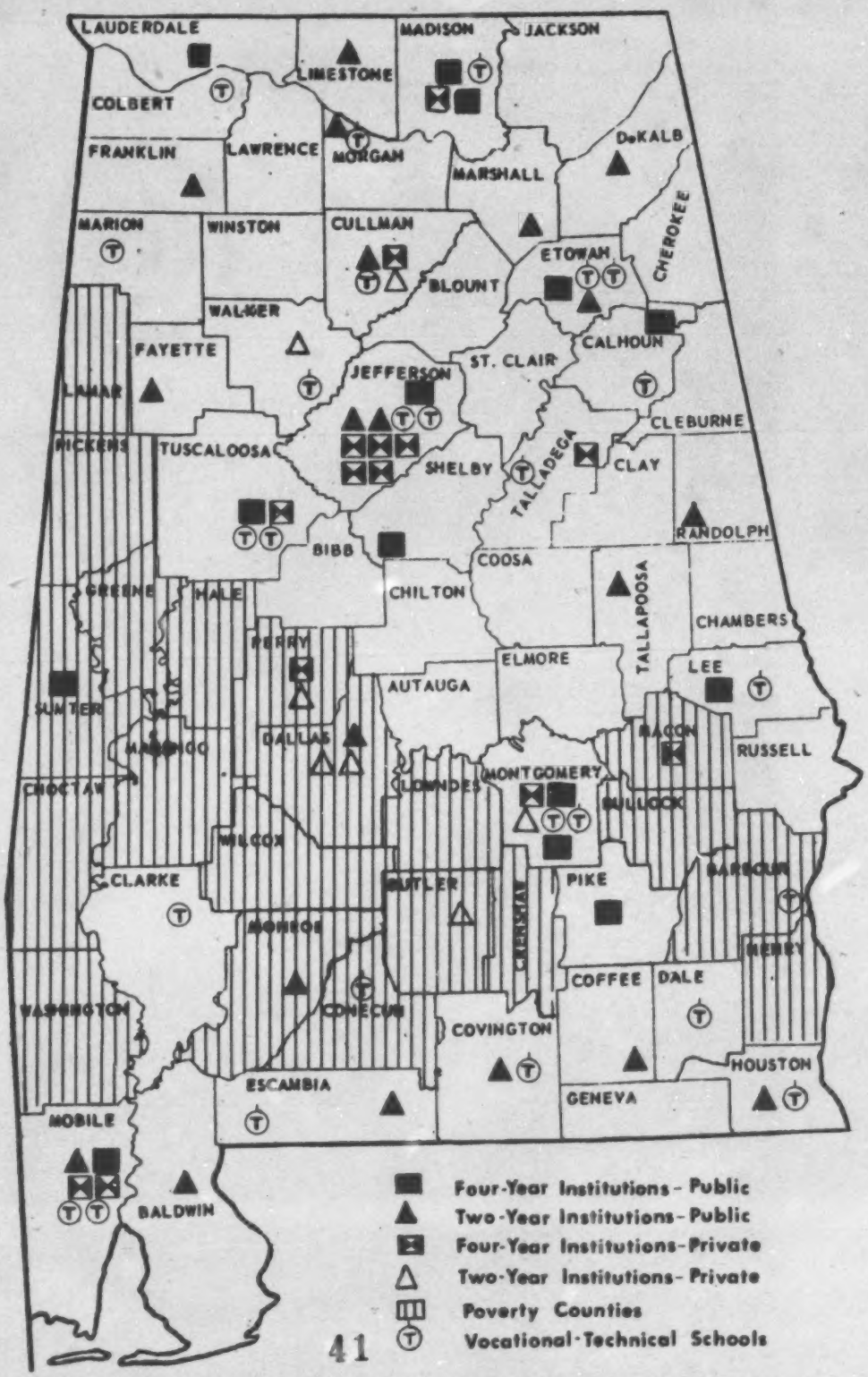
instance, open spaces and small numbers of people influence education costs and create difficulty in service coordination (Thomas, 1972:109). Out-migration from rural areas to cities or urban areas leaves behind a disproportionate number of poor persons, which in turn decreases the responsiveness of the county's tax structure. And, most obviously, student access to colleges is hampered by distance.

In Alabama, the counties with the largest proportion of the poverty populace, with the exception of Dallas County, have fairly small total populations (see Table 13). Only two of these counties, Lamar and Washington, gained in population between 1960 and 1970. The remaining 17 counties lost population, ranging from a 2.4 percent loss in Dallas County to a 21.7 percent loss in Greene County (see Table 12). In addition, the population projections to the year 2020 for these counties show a continued loss in population for Bullock, Butler, Choctaw, Conecuh, Greene, Hale, Henry, Lowndes, Marengo, Monroe, Perry, Sumter and Wilcox (CBER, 1975:12).

The distribution of public and private two and four year institutions, and state technical schools in Alabama is shown on Map 3. In various studies on college attendance, it has been shown that communities with public junior colleges usually have a higher percentage of their high school graduates

MAP 3

Location of Post-Secondary Institutions in Alabama: 1976 and Delineation of Poverty Counties



Source: Alabama State Department of Education

attending college. Moreover, communities that lack post-secondary education institutions of any kind have the lowest percentage of high school graduates attending college (Ferrin, 1970:23). The 15 counties with the highest rate of high school graduates attending college are Houston, Henry, Walker, Dale, Geneva, Coffee, Marshall, Fayette, Etowah, Marion, Montgomery, Covington, Randolph, Morgan and Franklin. Nine of these counties have public junior colleges located in their area, and four have a mixture of postsecondary institutions (ACHE, 1972b:5).

Public junior colleges are supposedly most responsive to low-income students because of their low tuition and open-door policies. But, in Alabama, only two of the State's 20 public junior colleges were placed in a county with a high percentage of poor people (see Map 3), and one of these schools had not been accredited by the Southern Association of Colleges and Schools as of January, 1976. There is one unaccredited public junior college and one public four-year institution in the predominately Black counties (Sumter, Greene, Hale, Dallas, Wilcox, Lowndes, Bullock,and Macon). Two state technical schools are located in the area but they do not provide a wide range of career alternatives to the poor.

In an effort to eliminate the distance barrier, the State

Board of Education has provided bus transportation to the junior colleges. The service areas for these junior colleges are shown on Map 4. For the poor counties, however, the service areas are extremely large and cannot be adequately supported by the transportation that is provided. It is obvious that, in prior educational planning, the geographic barriers experienced by the majority of the poor population were not effectively reduced and that the educational interests of the poor were not protected in the planning process.

Financial Barriers

Aside from social/ethnic factors, inability to pay is one of the greatest limitations affecting higher educational access today. The poor student, if he has the quality or quantity of education to gain acceptance to a college or university, must defray direct costs (tuition, fees, books, and commutation) and subsistence costs (room, board, etc.) as well as the indirect costs of foregone personal income and reduced contribution to family support (Ferrin, 1970:8). Expected self-help from summer or term-time jobs and parental contribution are necessarily limited for the poor.

In 1970, mean family income for the poor, by county in Alabama ranged from $1706.00 in DeKalb County to $2295.00

MAP 4

Transportation Service Areas for Junior Colleges in Alabama: January, 1976

Source: Alabama State Department of Education

for Washington County. The average number of dependent children for these poor families ranged from 2.5 in Winston County to 4.0 in Lowndes County, which indicates increased financial burden. Although estimated per capita income has increased since 1970, the gain has been ineffective due to inflation and the decreasing purchasing power of the dollar (see Table 1).

When calculating financial need for students, the College Scholarship Service suggests that expected parental contribution to the defrayal of expenses be included in the estimate. These contributions are to be derived from income which exceeds the money applied to the maintenance of the family's basic needs, e.g., food, clothing, shelter, and health (ACHE, 1972b:44). However, those families classified as poverty-stricken by the Bureau of the Census do not have enough income to provide for these basic needs, let alone pay for or contribute to a college education for their children. Mean income deficits range from $1307.00 for Covington County to $2217.00 for Greene County.

The Alabama Commission on Higher Education showed costs for the typical full-time undergraduate student during the academic year 1970-71 ranging from $945 for commuter students at black two-year public colleges to $2665 for resident students at white four-year private colleges (ACHE, 1972b:11).

These costs would require an extreme and impossible percentage of the poor family's income. In addition, those families with income that fell below the 125% poverty level would also find college expenses to be an extreme hardship, if not an impossibility.

Some self-help is expected of the college student in payment of these expenses. Monies are to be earned through summer or term-time jobs. But employment opportunities for poor students may be reduced due to family income, race, educational level, etc. (ACHE, 1972b:8). Moreover, if the financially poor student also suffers from being academically deficient, then a part-time job may be detrimental to academic success.

Several financial aid programs supported by the U. S. Office of Education are available to college students in Alabama on the basis of financial need. They are Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), College Work-Study, National Direct Student Loans (NDSL), and Guaranteed Student Loans. These grants and loans are available for colleges and universities, junior colleges, vocational schools, technical institutes, hospital schools of nursing, and proprietary schools. Unfortunately, monies for these grants and loans are not limitless. While BEOG and the others have increased the educational opportunities for many

students in the State, the present demand for financial aid is greater than the supply. There are still many students who need assistance. Moreover, sixty-three percent (63%) of the poor families in Alabama have children under 18 years old, with an average of three children per family. To provide increased educational opportunity for these children, as well as the present college-age group, remedial actions must be continual and future-oriented.

Family resources are an important independent influence on children's educational attainment. Parental and peer group education levels may also affect a person's educational ability and motivation. While parental attainment may have the greatest effect on children's educational attainment, (Morgan, 1974:323), it is less amenable to change than income or family needs.

There is another factor which must be considered before responsible recommendations can be made. This is the employment variable. Education alone may not be the answer to the end of poverty if the labor market is not responsive to the educated person. "Unless job opportunities increase in pace with the size and scope of educational programs, the products are likely to be heightened disillusions, bitterness, and competitiveness among rural poor. Under these circumstances,

one likely outcome of such programming would be to spur the rate of out-migration of the employable poor" (Thomas, 1972:107). Likewise, equal opportunity in employment would be ineffective if the appropriate educational training were absent. The following provides an overview of the problems of unemployment and underemployment experienced by Alabama's poor.

CHAPTER IV

EDUCATION AND EMPLOYMENT

Any antipoverty strategy that is to succeed must be based on some analysis of the labor market. It is essential that both the weaknesses of those who find themselves impoverished and the inadequacies of the market structure which provides only poverty wages be understood.

A great deal of emphasis has been placed on education as the means for changing one's economic status. It has been suggested that education has a definite impact on the wage rate a man earns. In Alabama in 1970, this was apparent. Fifty-three percent (53%) of the males 18 years old or over and 89 percent of the females 18 years old or older who were earning an income but had less than eight years of formal schooling were making less than $3,000.00 a year. Less than one percent (0.5%) of both the males and females of this same educational level (i.e., less than eight years of schooling) were earning $15,000.00 or more. In contrast, 29.2 percent of those men with one to three years of college and 8.9 percent of those with four or more years of college made less than $3,000.00, but 30.3 percent of those with four years of college or more made over $15,000.00 (see Table 14).

A quick indication of this relationship is seen by comparing mean income to years of school completed. For all men with less than eight years of schooling in 1970, the mean income was $3,315.00. As educational attainment increased, mean income also increased (see Table 14). For all men with four or more years of college the mean income was $13,520.00. Mean incomes for all women were less than half that for men at every level of educational attainment. Moreover, many studies have concluded that educational returns to white males were substantially higher than returns to black males (Morgan, 1974; Niemi, 1975). It can be seen in Table 14 that as the educational level rose, increases in mean income for black males were not as substantial as for white males. For both white and black females returns from education were low. While discrimination was the probable cause of low returns to all Blacks and to women, another explanation for the low returns to white females was the relatively low full-time labor force participation rate in 1970 (Niemi, 1975:94). Therefore, while education often influences wage rate, race is one factor that interacts with the education variable to modify its effect on wages.

Educational attainment, skills, and training are individual characteristics which affect type of occupation. In

Alabama in 1970, 147,541 males and females were employed as professional, technical, or kindred workers. Of those, 3,690 (or 2.5%) had an elementary education or less, but 105,769 (or 71.7%) had some college training. In contrast, 117,228 persons were service workers (except private household); 36,973 (or 31.5%) had an elementary education of less; 8,562 (or 7.3%) had some college training (see Table 15). The majority of blue collar, farm, and service jobs were held by persons who were not high school graduates and the majority of white collar jobs were held by high school graduates and persons with some college training.

The greatest percentage of males who headed poverty families in 1970 were employed as craftsmen, operatives, and laborers. Only 3,487 of the 68,853 men who were in the labor force were unemployed. The majority of female heads of poverty families worked as service workers and operatives. Only 2,096 of the 21,651 classified as in the labor force were unemployed. However, for those men and women who worked, over 40 percent were not employed the full 52 weeks of the year (see Table 16).

There are several implications in these data. First, unemployment does not appear to be the major cause of poverty for persons in the labor force, but underemployment or less than full-time employment is certainly a factor. Second,

education plays an important role in type of job held. The majority of the heads of poverty families work in positions which normally pay low wages. This fact, tied with the problem of less than full-time employment, provides one explanation for the number of working people who are poverty stricken.

It is necessary to question whether the poor are impoverished because of lack of marketable skills, and whether added training or adequate education will find a responsive labor market. The counties with the greatest amount of poverty are the counties that offer the fewest quality job opportunities. Their major industries in 1972 were agriculture; apparel, lumber and wood manufacturing; service and miscellaneous; and government (Thompson, 1974:44). While low wages can be found in every industry and most occupations, poverty wages are concentrated in agriculture, non-durable goods manufacture, retail trade and personal services. Operatives, laborers, and sales clerks are most prone to suffer (Bluestone, 1974:196). These are the types of positions held by the majority of heads of poor families (see Table 16).

The individual characteristics of education, skill, training, and health make up a person's "human capital" (Watchel, 1974:186). The differences in these variables among individuals, although dependent upon race, sex, and age, have a

definite influence on type of occupation. A labor market cannot be responsive to individuals that lack this human capital. It can expand if the resource of skilled labor is available. Therefore, formal education plays a key role in an expanding economy.

CONCLUSIONS

The impact of poverty in Alabama is severe. An inordinate number of persons and families in every county of the State are impoverished. In some counties more than half of the population is poverty-stricken. Increased cost of living and decreased purchasing power of the dollar intensify this hardship.

The debilitating effects of poverty are exposed by profiling Alabama's poor. The mean income for poverty-stricken families in 1970 was $1,988.00. Fifty percent of the heads of poverty-stricken families could not provide an income because they were either institutionalized or were students, housewives or invalids. Of those persons who did work, almost half were unable to secure full-time employment. Over 52 percent of the heads of poor families had not completed elementary school. Another 11 percent had completed only the eighth grade.

Lack of educational training may be the most crippling

disadvantage of poverty, for income, wages, occupation and employment are influenced by educational attainment. But financial need is not the sole barrier to advanced education for the poor. Social norms and values, academic procedures, and geographic variables can also produce severe obstacles to postsecondary education.

In Alabama in 1970, only 10 percent of the persons 16-24 years old with incomes below poverty were enrolled in college. Of those who were not enrolled in school, over 60 percent had not even completed high school. The academic requirements of aptitude tests, entrance examinations, and high school grade average for admissions to institutions of higher education are insurmountable for these persons. Yet the response has been to place public junior colleges in areas that do not best serve the needs of the poor.

Therefore, steps must be taken to alleviate these barriers. Postsecondary education must develop a flexibility to meet the financial, geographic, motivational, and academic needs of new students, and a social commitment which is exercised in a way that benefits the community as a whole. In so doing, postsecondary education will become an opportunity that is available and desirable to all people in Alabama.

TABLE 1: ESTIMATED PER CAPITA INCOME AND PURCHASING POWER OF THE DOLLAR--ALABAMA: 1970 AND 1974

	1970	1974	Percent Change
Per capita income*	$2948.00	$4215.00	43.0
Disposable, per capita income**	$2572.00	$3632.00	41.0
Real, disposable per capita income***	$2211.92	$2462.49	11.3
Purchasing power of the dollar+ (1967=$1.00) consumer price	$0.860	$0.678	

Source: Center for Business and Economic Research, The University of Alabama. Economic Abstract of Alabama: 1975, pp. 45, 46, and 56.

*Per capita income: derived by dividing the total current income of all state residents by total population. It is measured before deduction of personal contributions to social security, government retirement and other social insurance programs.

**Disposable per capita income: the income remaining to persons after payment of personal taxes.

***Real disposable per capita income: derived by multiplying disposable per capita income by the purchasing power of the dollar, thus eliminating inflation and showing actual income with full purchasing power of the dollar.

+Purchasing power of the dollar: measured by the consumer and wholesale price indexes for 1970 and 1974, using 1967 as the base year.

TABLE 2: WEIGHTED AVERAGE THRESHOLDS AT THE POVERTY LEVEL* BY SIZE OF FAMILY AND NON-FARM, FARM RESIDENCE: 1970-1974 (IN DOLLARS)

	TOTAL			NON-FARM		FARM	
	1970	1974	Percent Change	1970	1974	1970	1974
Persons							
under 65	1888	2557	35.4	1893	2572	1641	2197
65 and over	1749	2352	34.5	1757	2364	1498	2013
Families							
2 persons	2364	3294	39.3	2383	3312	2012	2819
3 persons	2905	3910	34.6	2924	3936	2480	3331
4 persons	3721	5008	34.6	3743	5038	3195	4302
5 persons	4386	5912	34.8	4415	5950	3769	5057
6 persons	4921	6651	35.1	4958	6699	4244	5700
7 persons or more	6034	8165	35.3	6101	8253	5182	7018

Source: U. S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, p. App. 27. U. S. Bureau of the Census, Current Population Reports Consumer Income, Series P-60, No. 102 "Characteristics of the Population Below the Poverty Level: 1974" p. 146.

*Poverty thresholds are computed on a national basis only. No attempt has been made by the Bureau of the Census to adjust these thresholds for regional, state, or other local variations in the cost of living.

TABLE 3: POVERTY STATUS OF FAMILIES AND PERSONS BY RACE AND URBAN AND RURAL RESIDENCE, FOR ALABAMA: 1970

	TOTAL	WHITE	BLACK
ALL INCOME LEVELS			
Families	874,659	687,543	186,092
Urban	508,977	388,230	120,044
Percent	58.2%	56.5%	64.5%
Rural	365,682	299,313	66,048
Percent	41.8%	43.5%	35.5%
Persons	3,368,487	2,479,735	883,995
Urban	1,950,906	1,397,448	550,176
Percent	57.9%	56.4%	62.2%
Rural	1,417,581	1,082,287	333,819
Percent	42.1%	43.6%	37.8%
INCOME LESS THAN POVERTY LEVEL			
Families	180,666	93,614	86,821
Percent of all families	20.7%	13.6%	46.7%
Urban	84,139	35,601	48,388
Percent	46.6%	38.0%	55.7%
Rural	96,527	58,013	38,433
Percent	53.4%	62.0%	44.3%
Persons	857,248	388,930	467,196
Percent of all persons	25.4%	15.7%	52.8%
Urban	413,557	159,021	253,759
Percent	48.2%	40.9%	54.3%
Rural	443,691	229,909	213,437
Percent	51.8%	59.1%	45.7%
INCOME LESS THAN 125% OF POVERTY LEVEL			
Families	238,587	131,134	107,143
Percent of all families	27.3%	19.1%	57.6%
Persons	1,094,871	533,383	559,877
Percent of all persons	32.5%	21.5%	63.3%

Source: U.S. Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, pp. 185-186.

TABLE 4: INCOME AND POVERTY STATUS FOR PERSONS AND FAMILIES IN ALABAMA, BY COUNTY: 1970

INCOME BELOW THE POVERTY LEVEL	Autauga	Baldwin	Barbour	Bibb	Blount	Bullock	Butler	Calhoun	Chambers	Cherokee	Chilton	Choctaw	Clarke	Clay
Persons	5,758	13,304	4,788	5,256	6,462	6,492	8,934	20,395	9,214	3,731	7,227	6,958	9,717	3,906
% of all persons	23.7	22.6	43.6	38.2	24.2	54.9	40.8	20.8	25.5	24.0	28.8	42.1	36.5	31.2
Families	1,169	2,678	2,039	1,028	1,667	1,269	1,741	4,348	1,888	904	1,666	1,419	1,968	965
% of all families	19.6	17.9	35.9	29.8	22.2	46.7	31.1	16.6	19.9	21.1	24.8	35.4	29.8	28.8
Mean family income	$1,959	$2,081	$1,911	$2,200	$1,809	$1,810	$2,239	$2,009	$2,186	$1,851	$1,859	$1,978	$2,077	$2,014
Mean income deficit	$1,729	$1,659	$1,815	$1,624	$1,351	$1,981	$1,598	$1,558	$1,473	$1,446	$1,455	$1,817	$1,755	$1,382
Percent receiving public assistance	27.6	16.4	28.3	24.5	17.5	25.3	33.5	21.0	25.1	12.5	18.9	32.3	22.9	20.2
Number with related children under 18	788	1,864	1,335	646	717	793	1,133	2,722	1,107	440	861	906	1,262	465
Mean number of related children under 18	3.4	3.2	3.4	3.8	3.0	3.9	3.6	3.0	3.5	3.0	2.8	3.5	3.6	3.1
INCOME LESS THAN 125% OF THE POVERTY LEVEL														
Persons	7,724	17,762	11,309	6,200	8,644	7,416	10,653	27,099	12,129	5,007	10,090	7,980	12,147	4,907
% of all persons	31.7	30.1	50.3	45.0	32.3	62.8	48.5	27.2	33.5	32.2	40.2	48.3	45.6	39.2
Families	1,546	3,684	2,466	1,322	2,252	1,494	2,222	5,948	2,606	1,213	2,361	1,729	2,545	1,200
% of all families	25.9	24.6	43.4	38.3	30.0	54.9	39.7	22.7	27.5	28.3	35.2	43.1	38.5	35.9

Source: U.S. Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, p. 374-379.

TABLE 4 Continued

INCOME BELOW THE POVERTY LEVEL	Cleburne	Coffee	Colbert	Conecuh	Coosa	Covington	Crenshaw	Cullman	Dale	Dallas	Dekalb	Elmore	Escambia	Etowah
Persons	2,531	7,916	11,076	7,000	3,364	9,849	5,953	11,957	7,677	21,656	12,898	9,078	10,176	19,179
% of all persons	23.3	22.8	22.4	45.0	31.7	29.1	45.4	23.2	16.9	40.2	30.9	28.0	30.9	20.5
Families	649	1,872	2,450	1,384	554	2,291	1,365	3,051	1,827	4,062	3,453	1,795	2,109	4,471
% of all families	22.3	19.9	18.7	35.5	23.6	24.5	38.3	21.3	14.8	31.5	29.4	21.9	25.1	17.4
Mean family income	$1,790	$1,993	$1,984	$2,089	$2,551	$1,981	$1,907	$1,834	$1,808	$2,015	$1,706	$2,116	$2,100	$1,863
Mean income deficit	$1,372	$1,389	$1,546	$1,778	$1,397	$1,307	$1,550	$1,296	$1,581	$1,962	$1,397	$1,613	$1,558	$1,498
Percent receiving public assistance	29.0	23.9	21.1	35.5	27.5	24.0	30.3	16.6	16.7	30.1	14.8	26.2	21.3	19.5
Number with related children under 18	283	1,044	1,538	971	442	1,209	760	1,536	1,147	3,079	1,589	1,115	1,346	2,396
Mean number of related children under 18	2.7	3.0	2.9	3.5	3.7	3.1	3.2	2.6	2.8	3.5	2.7	3.6	3.3	2.9
INCOME LESS THAN 125% OF THE POVERTY LEVEL														
Persons	3,554	10,960	14,207	8,213	4,105	12,259	7,017	16,909	10,875	25,869	16,783	11,740	12,696	25,838
% of all persons	32.6	31.6	28.8	52.7	38.7	36.2	53.4	32.6	24.0	47.6	40.2	36.2	38.5	27.6
Families	870	2,603	3,212	1,775	866	3,041	1,664	4,355	2,632	5,053	4,494	2,451	2,759	6,173
% of all families	29.8	27.7	24.5	45.5	31.3	32.5	46.7	30.4	21.3	39.2	38.3	30.0	32.8	24.0

Source: U.S. Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, p. 374-379.

TABLE 4 Continued

INCOME BELOW THE POVERTY LEVEL	Fayette	Franklin	Geneva	Greene	Hale	Henry	Houston	Jackson	Jefferson	Lamar	Lauderdale	Lawrence	Lee	Limestone
Persons	4,595	6,161	6,438	6,949	8,651	5,165	13,836	9,530	119,976	5,529	14,260	8,392	13,026	10,906
% of all persons	28.3	25.9	29.5	65.5	54.9	39.0	24.7	24.4	18.8	38.8	21.3	30.9	23.4	26.6
Families	1,107	1,588	1,553	1,286	1,574	1,099	2,975	2,324	24,273	1,364	3,390	1,952	2,521	2,311
% of all families	24.6	23.5	25.4	53.6	44.7	31.6	19.9	22.1	14.5	34.4	18.8	27.3	17.9	21.7
Mean family income	$1,906	$1,738	$1,930	$1,773	$1,858	$1,855	$1,983	$1,777	$1,995	$1,583	$1,934	$1,919	$2,153	$2,102
Mean income deficit	$1,333	$1,457	$1,382	$2,217	$2,047	$1,647	$1,523	$1,431	$1,675	$1,680	$1,468	$1,567	$1,437	$1,540
Percent receiving public assistance	22.3	25.0	30.0	35.7	32.7	26.6	21.7	21.9	20.5	22.0	20.0	26.5	19.9	26.5
Number with related children under 18	509	760	787	949	1,122	650	1,841	1,224	16,260	644	1,857	1,120	1,581	1,430
Mean number of related children under 18	3.2	2.7	2.9	3.7	3.8	3.2	3.2	2.7	3.0	3.0	2.9	3.2	3.1	3.3
INCOME LESS THAN 125% OF THE POVERTY LEVEL														
Persons	6,416	8,160	8,107	7,274	10,069	6,179	17,490	13,216	159,236	6,393	18,885	10,496	16,787	14,049
% of all persons	39.5	34.3	37.1	68.4	63.8	46.6	31.1	33.8	24.8	44.8	27.9	38.6	27.5	33.9
Families	1,647	2,190	2,034	1,450	1,932	1,362	3,912	3,241	32,884	1,632	4,508	2,524	3,331	3,105
% of all families	36.6	32.5	33.3	60.4	54.8	39.2	26.2	30.8	19.7	41.2	25.0	35.3	23.6	29.2

Source: U.S Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, p. 374-379.

TABLE 4 Continued

INCOME BELOW THE POVERTY LEVEL	Lowndes	Macon	Madison	Marengo	Marion	Marshall	Mobile	Monroe	Montgomery	Morgan	Perry	Pickens	Pike	Randolph
Persons	7,918	10,288	25,633	10,982	5,570	12,373	73,199	9,381	41,168	14,464	6,974	8,189	9,126	5,809
% of all persons	61.8	46.5	14.1	46.4	23.7	23.0	23.5	45.1	25.1	18.9	47.5	40.5	38.9	32.0
Families	1,358	1,896	5,447	2,244	1,490	3,104	14,481	1,751	7,755	3,133	1,393	1,633	1,810	1,383
% of all families	50.5	37.4	11.6	40.2	22.5	20.8	18.7	34.3	18.7	16.2	41.1	32.5	29.8	27.4
Mean family income	$2,035	$2,042	$2,057	$1,799	$1,790	$1,921	$2,053	$2,080	$2,159	$1,875	$2,030	$2,095	$2,032	$1,847
Mean income deficit	$2,040	$1,858	$1,589	$1,961	$1,323	$1,332	$1,817	$1,824	$1,782	$1,508	$1,702	$1,703	$1,679	$1,537
Percent receiving public assistance	37.1	31.7	19.0	30.5	18.9	17.6	22.4	25.9	15.2	19.9	30.0	36.4	20.0	19.4
Number with related children under 18	1,064	1,346	3,637	1,525	644	1,519	10,665	1,200	5,864	1,890	903	1,027	1,140	729
Mean number of related children under 18	4.0	3.5	3.2	3.3	2.8	2.7	3.2	3.8	3.4	2.9	3.6	3.6	3.4	3.1
INCOME LESS THAN 125% OF THE POVERTY LEVEL														
Persons	8,751	11,897	34,313	12,561	7,675	16,335	94,394	10,713	51,074	19,037	8,575	9,886	10,445	7,174
% of all persons	67.9	49.9	18.6	53.0	32.6	30.3	30.1	51.5	30.9	24.8	56.1	48.9	42.0	39.4
Families	1,593	2,287	7,546	2,566	2,044	4,175	19,136	2,148	10,216	4,465	1,717	2,059	2,216	1,808
% of all families	59.2	45.1	16.1	45.9	30.9	28.0	24.7	42.1	24.6	21.7	50.7	41.0	36.5	35.9

Source: U.S. Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, p. 374-379.

TABLE 4 Continued

INCOME BELOW THE POVERTY LEVEL	Russell	St. Clair	Shelby	Sumter	Talladega	Tallapoosa	Tuscaloosa	Walker	Washington	Wilcox	Winston
Persons	15,902	7,139	8,116	8,707	16,362	8,652	26,615	14,668	5,816	9,238	4,093
% of all persons	35.3	25.8	22.2	53.1	25.6	25.9	25.8	26.2	35.9	56.8	24.7
Families	3,155	1,595	1,802	1,651	3,327	1,826	5,286	3,591	1,168	1,622	1,066
% of all families	28.2	21.8	18.7	44.9	20.8	20.3	19.9	23.6	31.5	46.4	22.7
Mean family income	$2,126	$2,015	$2,098	$1,827	$2,283	$2,151	$1,967	$1,801	$2,295	$1,898	$1,799
Mean income deficit	$1,733	$1,530	$1,387	$1,998	$1,464	$1,496	$1,655	$1,550	$1,592	$2,177	$1,389
Percent receiving public assistance	16.6	16.6	17.6	33.5	28.5	32.0	22.0	25.8	20.4	37.7	22.5
Number with related children under 18	2,210	896	1,123	1,126	2,105	1,121	3,306	1,869	776	1,211	559
Mean number of related children under 18	3.5	3.2	2.9	3.7	3.5	3.2	3.2	2.8	3.4	3.9	2.5
INCOME LESS THAN 125% OF THE POVERTY LEVEL											
Persons	19,372	9,538	10,626	10,322	22,409	11,488	32,879	19,389	7,182	10,528	5,459
% of all persons	42.9	34.4	28.0	60.9	34.9	34.3	30.6	34.6	44.2	64.6	32.9
Families	4,022	2,210	2,442	2,012	4,556	2,567	6,885	4,823	1,443	1,959	1,404
% of all families	35.9	30.1	25.4	54.8	28.5	28.6	25.9	31.7	38.9	56.1	30.0

Source: U.S. Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, p. 374-379.

TABLE 5: FAMILIES BELOW THE POVERTY LINE
BY SELECTED CHARACTERISTICS, FOR ALABAMA: 1970

	NUMBER	PERCENTAGE OF ALL SIMILAR FAMILIES	PERCENTAGE DISTRIBUTION
TOTAL	181,430	20.7	100.0
Age of Heads			
Under 25	13,472	20.0	7.4
25-44	57,099	16.1	31.5
45-64	60,980	18.8	33.6
65 or over	49,879	39.2	27.5
Number of children under 18 related to heads			
None	67,238	19.2	37.1
1 - 2	51,198	15.1	28.2
3 - 4	35,686	25.7	19.7
5 or more	27,308	58.1	15.0
Educational attainment of heads			
8 years or less	113,923	36.7	62.8
1 - 3 years of high school	37,663	20.6	20.8
4 years of high school	21,651	3.6	11.9
1 - 3 years of college	5,656	7.5	3.1
4 years or more of college	2,537	3.1	1.4
Employment status of heads in the labor force			
Employed	84,921	12.9	46.8
In armed forces	1,013	6.4	.6
Unemployed	5,583	33.3	3.1
Not in labor force	89,913	48.6	49.5
Occupational classification of heads			
Professional or managerial	5,489	3.7	3.0
Clerical or sales worker	5,270	6.1	2.9
Craftsmen, foremen, and operatives	33,405	11.2	18.4
Service worker	17,973	32.9	9.9
Nonfarm laborer	12,172	28.3	6.7
Farmer/farm laborer	10,612	39.2	5.8

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, pp. 861, 879, 889, 902 and 920.

TABLE 6: POVERTY STATUS OF FAMILIES BY INCOME DEFICIT AND TYPE OF INCOME, FOR ALABAMA: 1970

	ALABAMA		
Income Below Poverty	Total	White	Black
Total families	180,666	93,614	86,821
Mean income	$1,988.00	$1,841.00	$2,147.00
Income deficit	$1,632.00	$1,358.00	$1,927.00
Percent receiving income of specified type			
Earnings	65.4	58.6	72.8
Wage and salary	59.6	50.2	69.9
Self-employment	9.8	12.8	6.6
Social Security	35.4	39.9	30.6
Public Assistance	22.8	16.4	29.7
Other Income	12.3	15.1	9.3

Source: U.S. Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, p. 185; and U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, p. 926.

TABLE 7: POVERTY STATUS OF FAMILIES, BY YEARS OF SCHOOL COMPLETED AND RACE OF HEAD, FOR ALABAMA: 1970

Years of School Completed	TOTAL		WHITE		BLACK	
	Number	Percent	Number	Percent	Number	Percent
TOTAL	181,430	100.0	94,101	100.0	87,098	100.0
Elementary						
Less than 8 years	95,000	52.4	44,241	47.0	50,663	58.2
8 years	18,923	10.4	11,516	12.2	7,387	8.5
High School						
1 - 3 years	37,663	20.7	19,008	20.2	18,614	21.4
4 years	21,651	11.9	12,888	13.7	8,707	10.0
College						
1 - 3 years	5,656	3.1	4,270	4.5	1,382	1.6
4 years	1,739	1.0	1,487	1.6	248	.3
5 years or more	798	.4	691	.7	97	.1

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics, Alabama, p. 920.

TABLE 8: MEDIAN SCHOOL YEARS COMPLETED BY HEADS OF FAMILIES, BY RACE AND RESIDENCE, FOR ALABAMA: 1970

	TOTAL	WHITE	BLACK
STATE			
All incomes	11.1	12.0	8.0
Income below poverty	7.6	8.2	6.9
URBAN			
All incomes	12.1	N.A.	8.9
Income below poverty	8.7		8.2
RURAL NON-FARM			
All incomes	9.6	N.A.	6.4
Income below poverty	6.6		5.7
RURAL FARM			
All incomes	9.1	N.A.	5.6
Income below poverty	6.8		5.2

N.A.: not available

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics, Alabama, pp. 920-923.

TABLE 9: INCIDENCE OF POVERTY AND YEARS OF SCHOOL COMPLETED BY COUNTY, FOR ALABAMA: 1970

County	Incidence of poverty families (%)	Median School Years Completed	County	Incidence of poverty families (%)	Median School Years Completed
Autauga	19.6	11.3	Houston	19.9	10.9
Baldwin	17.9	10.8	Jackson	22.1	9.2
Barbour	35.9	9.0	Jefferson	14.5	11.6
Bibb	29.8	9.2	Lamar	34.4	9.2
Blount	22.2	9.5	Lauderdale	18.8	11.1
Bullock	46.7	8.4	Lawrence	27.3	9.1
Butler	31.1	9.0	Lee	17.9	11.8
Calhoun	16.6	10.9	Limestone	21.7	10.2
Chambers	19.9	9.8	Lowndes	50.5	8.6
Cherokee	21.1	9.3	Macon	37.4	9.9
Chilton	24.8	9.2	Madison	11.6	12.4
Choctaw	35.4	9.4	Marengo	40.2	9.7
Clarke	29.8	10.2	Marion	22.5	9.1
Clay	28.8	9.9	Marshall	20.8	10.1
Cleburne	22.3	9.1	Mobile	18.7	11.1
Coffee	1[illegible].9	10.5	Monroe	34.3	9.5
Colbert	18.7	11.2	Montgomery	18.7	12.1
Conecuh	35.5	8.9	Morgan	16.2	11.5
Coosa	23.6	9.8	Perry	41.1	8.6
Covington	24.5	9.2	Pickens	32.5	9.6
Crenshaw	38.3	8.8	Pike	29.8	10.1
Cullman	21.3	9.7	Randolph	27.4	9.3
Dale	14.8	12.2	Russell	28.2	8.9
Dallas	31.5	10.7	St. Clair	21.8	9.7
DeKalb	29.4	9.3	Shelby	18.7	10.4
Elmore	21.9	10.6	Sumter	44.9	8.8
Escambia	25.1	10.1	Talladega	20.8	10.1
Etowah	17.4	10.8	Tallapoosa	20.3	9.9
Fayette	24.6	9.5	Tuscaloosa	19.9	11.3
Franklin	23.5	9.9	Walker	23.6	9.5
Geneva	25.4	9.4	Washington	31.5	9.1
Greene	53.6	8.3	Wilcox	46.4	8.8
Hale	44.7	8.5	Winston	22.7	9.3
Henry	31.6	9.5			

Source: U.S. Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics: Alabama, pp. 374-379 and pp. 350-355.

TABLE 10: POVERTY STATUS OF PERSONS 16 TO 24 YEARS OLD ENROLLED IN COLLEGE AND OF PERSONS 20 TO 24 YEARS OLD WHO ARE COLLEGE GRADUATES BY AGE, SEX AND RACE, FOR ALABAMA: 1970
(Data excludes inmates of institutions, members of Armed Forces living in barracks, college students in dormitories and students attending colleges out of state.)

ALL INCOME LEVELS	THE STATE			URBAN			RURAL		
	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK	TOTAL	WHITE	BLACK
Males 16-24	240,765	175,987	64,474	139,767	N.A.	39,496	100,998	N.A.	24,978
Number enrolled in college	31,015	27,101	3,874	24,533		3,279	6,482		595
Percent enrolled in college	12.9	15.4	6.0	17.5		8.3	6.4		2.4
Females 16-24	260,515	187,016	73,118	154,530	N.A.	46,065	105,985	N.A.	27,053
Number enrolled in college	19,337	13,931	5,371	15,260		4,437	4,077		934
Percent enrolled in college	7.4	7.4	7.3	9.9		9.6	3.8		3.4
Males 20-24	113,963	88,959	24,829	68,024	N.A.	15,647	45,939	N.A.	9,182
College graduates	5,212	4,816	385	3,949		264	1,263		121
Percent	4.6	5.4	1.5	5.8		1.7	2.7		1.3
Females 20-24	134,253	101,684	32,367	82,133	N.A.	21,307	52,120	N.A.	11,060
College graduates	7,315	6,161	1,141	5,925		880	1,390		261
Percent	5.4	6.1	3.5	7.2		4.1	2.7		2.3
INCOME BELOW POVERTY									
Males 16-24	56,519	25,644	30,786	29,630	N.A.	16,437	26,889	N.A.	14,349
Number enrolled in college	7,472	6,185	1,264	6,317		1,071	1,155		193
Percent enrolled in college	13.2	24.1	4.1	21.3		6.5	4.3		1.3
Females 16-24	61,665	24,827	36,757	33,172	N.A.	20,419	28,493	N.A.	16,338
Number enrolled in college	4,622	2,578	2,037	3,871		1,618	751		419
Percent enrolled in college	7.5	10.4	5.5	11.7		8.0	2.6		2.6
Males 20-24	21,386	12,011	9,342	12,380	N.A.	5,229	9,006	N.A.	4,113
College graduates	529	477	52	382		20	147		32
Percent	2.5	4.0	0.5	3.1		0.4	1.6		0.8
Females 20-24	25,742	11,378	14,329	15,129	N.A.	8,506	10,613	N.A.	5,823
College graduates	774	567	207	635		143	139		64
Percent	3.0	5.0	1.4	4.2		1.7	1.3		1.1

N.A.: Information not available from the published census data for Alabama.

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, pp. 966-967 and pp. 980-981.

TABLE 11: POVERTY STATUS OF PERSONS NOT ENROLLED IN SCHOOL, BY YEARS OF SCHOOL COMPLETED, AGE, SEX, AND RACE, FOR ALABAMA: 1970

INCOME BELOW POVERTY	State						Urban		Rural	
	TOTAL		WHITE		BLACK		TOTAL		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total 16-24 Years Old	62,113	100.0	28,217	100.0	33,808	100.0	31,788	100.0	30,325	100.0
No school completed	1,974	3.2	672	2.4	1,302	3.9	935	2.9	984	3.2
Elementary: 1-7 years	9,956	16.0	4,504	16.0	5,436	16.1	3,670	11.5	6,286	20.7
8 years	6,209	10.0	3,243	11.5	2,954	8.7	3,096	9.7	3,414	11.3
High School: 1-3 years	21,562	34.7	9,493	33.6	12,048	35.6	10,996	34.5	10,563	34.8
4 years	18,209	29.3	7,357	26.1	10,826	32.0	10,200	32.1	8,009	26.4
College: 1-3 years	2,894	4.7	1,898	6.7	983	2.9	2,169	6.8	725	2.4
4 years or more	1,309	2.1	1,050	3.7	259	0.8	1,023	3.2	286	0.9
Males 16-24 Years Old	26,415	100.0	12,382	100.0	14,004	100.0	12,567	100.0	13,848	100.0
No school completed	953	3.6	321	2.6	632	4.5	410	3.3	488	3.5
Elementary: 1-7 years	5,193	19.7	2,385	19.3	2,803	20.0	1,747	13.9	3,446	24.9
8 years	3,108	11.8	1,632	13.2	1,471	10.5	1,308	10.4	1,800	13.0
High School: 1-3 years	8,349	31.6	3,647	29.4	4,696	33.5	4,077	32.4	4,269	30.8
4 years	7,143	27.0	3,033	24.5	4,097	29.3	3,850	30.6	3,293	23.8
College: 1-3 years	1,140	4.3	887	7.2	253	1.8	793	6.3	347	2.5
4 years or more	529	2.0	477	3.8	52	0.4	382	3.0	147	1.1
Females 16-24 Years Old	35,698	100.0	15,835	100.0	19,804	100.0	19,221	100.0	16,477	100.0
No school completed	1,021	2.9	351	2.2	670	3.4	525	2.7	496	3.0
Elementary: 1-7 years	4,763	13.3	2,119	13.4	2,633	13.3	1,923	10.0	2,840	17.2
8 years	3,101	8.7	1,611	10.2	1,483	7.5	1,788	9.3	1,614	9.8
High School: 1-3 years	13,213	37.0	5,846	36.9	7,352	37.1	6,919	36.0	6,294	38.2
4 years	11,066	31.0	4,324	27.3	6,729	34.0	6,350	33.0	4,716	28.6
College: 1-3 years	1,754	4.9	1,011	6.4	730	3.7	1,376	7.2	378	2.3
4 years or more	780	2.2	573	3.6	207	1.0	641	3.3	139	0.8

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, pp. 980-986.

TABLE 12: POVERTY STATUS OF HEADS OF FAMILIES BY YEARS OF SCHOOL COMPLETED, AGE, AND RACE, FOR ALABAMA: 1970

INCOME BELOW POVERTY	UNDER 25 YEARS OLD		25 TO 64 YEARS OLD		65 YEARS OLD OR OLDER	
	Number	Percent	Number	Percent	Number	Percent
Total	13,472	100.0	118,079	100.0	49,879	100.0
Elementary:						
Less than 8 years	2,190	16.3	56,606	47.9	36,204	72.6
8 years	1,170	8.7	12,132	10.3	5,621	11.3
High School:						
1-3 years	4,424	32.8	28,172	23.9	5,067	10.1
4 years	3,299	24.5	16,513	14.0	1,839	3.7
College:						
1-3 years	1,920	14.2	2,990	2.5	746	1.5
4 years or more	469	3.5	1,666	1.4	402	0.8
White	8,123	100.0	55,764	100.0	30,214	100.0
Elementary:						
Less than 8 years	1,076	13.2	23,965	43.0	19,200	63.5
8 years	651	8.0	6,213	11.1	4,652	15.4
High School:						
1-3 years	2,316	28.5	12,774	22.9	3,918	13.0
4 years	1,962	24.2	9,415	16.9	1,511	5.0
College:						
1-3 years	1,686	20.8	1,974	3.5	610	2.0
4 years or more	432	5.3	1,423	2.6	323	1.1
Black	5,334	100.0	62,131	100.0	19,633	100.0
Elementary:						
Less than 8 years	1,105	20.7	32,582	52.4	16,976	86.5
8 years	519	9.7	5,903	9.5	965	4.9
High School:						
1-3 years	2,108	39.5	15,357	24.7	1,149	5.8
4 years	1,331	25.0	7,048	11.3	328	1.7
College:						
1-3 years	234	4.4	1,012	1.6	136	0.7
4 years or more	37	0.7	229	0.4	79	0.4

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, p. 920.

TABLE 13: ALABAMA COUNTY POPULATIONS--1974 AND 1970 AND PERCENT CHANGE IN POPULATION--1960 TO 1970

County	1974 Population	1970 Population	Percent Change 1960-1970	County	1974 Population	1970 Population	Percent Change 1960-1970
Autauga	28,300	24,460	+30.5	Houston	67,800	56,574	+11.5
Baldwin	65,800	59,382	+21.0	Jackson	44,800	39,202	+ 6.9
Barbour	23,900	22,543	- 8.7	Jefferson	641,900	644,991	+ 1.6
Bibb	14,100	13,812	- 3.8	Lamar	15,600	14,335	+ 0.4
Blount	31,100	26,853	+ 5.5	Lauderdale	72,500	68,111	+10.5
Bullock	11,600	11,824	-12.2	Lawrence	28,200	27,281	+11.3
Butler	21,700	22,007	-10.4	Lee	66,100	61,268	+23.1
Calhoun	105,900	103,092	+ 7.5	Limestone	43,000	41,699	+14.2
Chambers	36,800	36,356	- 3.9	Lowndes	13,600	12,897	-16.3
Cherokee	17,300	15,606	- 4.3	Macon	25,600	24,841	- 7.0
Chilton	27,400	25,180	- 2.0	Madison	184,800	186,540	+59.0
Choctaw	16,800	16,589	- 7.2	Marengo	23,100	23,819	-12.1
Clarke	26,900	26,724	+ 3.8	Marion	26,900	23,788	+ 8.9
Clay	13,200	12,636	+ 1.9	Marshall	57,400	54,211	+12.9
Cleburne	11,700	10,996	+ 0.8	Mobile	330,600	317,308	+ 1.0
Coffee	34,400	34,872	+14.0	Monroe	21,100	20,883	- 6.7
Colbert	48,400	49,632	+ 6.7	Montgomery	182,900	167,790	- 0.8
Conecuh	15,400	15,645	-11.9	Morgan	81,700	77,306	+27.9
Coosa	11,100	10,662	- 0.6	Perry	14,600	15,388	-11.3
Covington	35,600	34,079	- 4.4	Pickens	21,200	20,326	- 7.1
Crenshaw	14,300	13,188	-11.5	Pike	25,500	25,038	- 3.7
Cullman	57,000	52,445	+15.1	Randolph	18,600	18,331	- 5.9
Dale	43,200	52,938	+70.4	Russell	45,700	45,394	- 2.1
Dallas	56,900	55,296	- 2.4	St. Clair	32,600	27,956	+10.1
Dekalb	46,700	41,981	+ 1.4	Shelby	47,400	38,037	+18.4
Elmore	37,200	33,535	+ 9.9	Sumter	16,200	16,974	-15.3
Escambia	36,200	34,906	+ 4.2	Talladega	67,400	65,280	- 0.3
Etowah	94,700	94,144	- 2.9	Tallapoosa	35,200	33,840	- 3.3
Fayette	16,100	16,252	+ 0.6	Tuscaloosa	122,500	116,029	+ 6.4
Franklin	26,600	23,933	+ 8.8	Walker	63,200	56,246	+ 3.8
Geneva	22,800	21,924	- 1.7	Washington	16,800	16,241	+ 5.7
Greene	10,300	10,650	-21.7	Wilcox	14,200	16,303	-13.0
Hale	15,500	15,888	-18.7	Winston	19,200	16,654	+12.1
Henry	14,300	13,254	-13.3				

Source: Center for Business and Economic Research, The University of Alabama. Economic Abstract of Alabama: 1975, p. 6.

TABLE 14: INCOME OF PERSONS 18 YEARS OLD AND OVER, BY YEARS OF SCHOOL COMPLETED, RACE AND SEX, FOR ALABAMA: 1970

Income	ELEMENTARY				HIGH SCHOOL				COLLEGE			
	1-7 Years		8 Years		1-3 Years		4 Years		1-3 Years		4 Years or More	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
TOTAL												
Males 18 Years Old and Over	265,210	——	80,388	——	218,606	——	270,807	——	105,916	——	88,744	——
With Income	248,110	100.0	76,667	100.0	201,374	100.0	260,558	100.0	99,854	100.0	87,316	100.0
$2,999 or less	131,940	53.2	26,945	35.1	58,860	29.2	49,060	18.8	29,177	29.2	7,793	8.9
$3,000 to $9,999	108,075	43.5	44,152	57.6	120,898	60.0	162,806	62.5	45,109	45.2	29,704	34.0
$10,000 to $14,999	6,308	2.5	4,528	5.9	17,215	8.5	37,567	14.4	17,203	17.2	23,375	26.8
$15,000 or more	1,787	0.7	1,046	1.4	4,401	2.2	11,125	4.3	8,365	8.4	26,444	30.3
Mean Income	$3,315	——	$4,734	——	$5,370	——	$6,836	——	$7,212	——	$13,520	——
Females 18 Years Old and Over	265,053	——	95,895	——	285,934	——	352,754	——	106,141	——	69,408	——
With Income	173,897	100.0	59,996	100.0	168,338	100.0	225,060	100.0	72,343	100.0	56,061	100.0
$2,999 or less	154,897	89.1	48,173	80.3	117,691	69.9	114,357	50.8	40,109	55.4	15,119	27.0
$3,000 to $9,999	18,775	10.8	11,580	19.3	49,267	29.3	107,205	47.6	29,973	41.4	37,081	66.1
$10,000 to $14,999	221	0.1	152	0.3	938	0.5	2,472	1.1	1,521	2.1	2,836	5.1
$15,000 or more	116	0.06	91	0.1	442	0.3	1,026	0.5	740	1.0	1,025	1.8
Mean Income	$1,348	——	$1,789	——	$2,234	——	$3,150	——	$3,230	——	$5,700	——
WHITE												
Males 18 Years Old and Over: Mean Income	$3,634	——	$5,032	——	$5,875	——	$7,275	——	$7,523	——	$13,970	——
Females 18 Years Old and Over: Mean Income	$1,490	——	$1,920	——	$2,470	——	$3,364	——	$3,372	——	$5,742	——
BLACK												
Males 18 Years Old and Over: Mean Income	$2,759	——	$3,498	——	$3,493	——	$4,045	——	$4,062	——	$7,671	——
Females 18 Years Old and Over: Mean Income	$1,172	——	$1,438	——	$1,589	——	$2,035	——	$2,431	——	$5,519	——

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, p. 793.

TABLE 15: OCCUPATION OF EMPLOYED PERSONS BY EDUCATION AND SEX, FOR ALABAMA: 1970

All Income Levels	Total	Elementary (8 years or less)	High School 1-3 years	High School 4 years	College 1-3 years	College 4 years
Males employed, 16 years old and over	749,851	205,899	174,405	219,096	74,476	75,975
Professional, technical, kindred	81,874	2,094	4,389	15,954	15,788	43,639
Managers and administrators, except farm	76,780	8,842	12,218	26,242	13,448	16,030
Sales workers	48,083	4,480	9,495	17,833	9,752	6,523
Clerical and kindred workers	45,696	4,327	8,380	19,215	9,925	3,849
Craftsmen and kindred workers	172,792	51,260	48,333	59,433	10,756	3,010
Operatives, except transport	120,000	43,069	34,634	36,325	5,178	794
Transport equipment operatives	53,109	20,829	16,667	13,299	2,055	259
Laborers, except farm	67,502	33,235	18,907	12,652	2,451	257
Farmers and farm managers	19,197	9,473	4,355	3,743	997	629
Farm laborers and farm foremen	14,986	10,270	2,851	1,299	420	146
Service workers except private household	48,716	17,356	13,887	12,960	3,678	835
Private household workers	1,126	664	289	141	28	4
Females employed, 16 years old and over	443,464	84,439	107,658	164,668	44,776	41,923
Professional, technical, kindred workers	65,677	1,596	3,828	13,911	11,847	34,495
Managers and administrators, except farm	16,871	1,855	3,710	7,098	2,327	1,881
Sales workers	29,794	3,828	10,117	12,562	2,714	573
Clerical and kindred workers	120,836	4,080	16,965	73,314	21,495	3,982
Craftsmen and kindred workers	8,799	1,908	2,951	3,229	550	161
Operatives, except transport	81,088	23,320	31,182	24,907	1,522	157
Transport equipment operatives	2,149	624	718	686	100	21
Laborers, except farm	4,851	1,565	1,812	1,304	150	20
Farmers and farm managers	1,311	536	439	278	35	23
Farm laborers and farm foremen	2,795	1,571	777	387	50	10
Service workers except private household	68,512	19,617	23,892	20,954	3,523	526
Private household workers	40,781	23,939	11,267	5,038	463	74

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, p.685.

TABLE 16: POVERTY STATUS OF FAMILIES WITH CIVILIAN HEADS, BY EMPLOYMENT STATUS, WEEKS WORKED IN 1969, OCCUPATION GROUP, AND SEX, FOR ALABAMA: 1970

	TOTAL	WEEKS WORKED IN 1969				Did not work in 1969
		50-52	40-49	27-39	26 or less	
Families with Male Heads	126,699	38,017	15,106	8,716	13,163	51,697
Head Employed	65,366	35,979	13,218	6,911	6,926	2,332
Professional, technical or kindred	1,808	1,022	209	152	283	142
Managers and administrators	2,892	1,983	406	119	248	136
Sales workers	1,607	911	245	116	243	92
Clerical and kindred workers	1,546	894	185	129	254	84
Craftsmen and kindred workers	12,093	6,081	2,641	1,448	1,546	377
Operatives except transport	10,890	6,057	2,380	1,033	1,030	390
Transport equipment operatives	6,947	3,951	1,434	836	523	203
Laborers except farm	11,860	5,639	2,976	1,465	1,376	404
Farmers and farm managers	5,230	3,425	751	528	349	177
Farm laborers and farm foremen	5,033	2,842	1,071	584	455	81
Service workers except private household	5,199	3,064	868	481	572	214
Private household workers	261	110	52	20	47	32
Head Unemployed	3,487	683	786	621	994	403
Head Not in Labor Force	57,846	1,355	1,102	1,184	5,243	48,962
Families with Female Heads	53,718	9,996	3,831	3,422	7,284	29,185
Head Employed	19,555	8,990	3,289	2,307	3,341	1,628
Professional, technical and kindred workers	582	204	87	101	96	94
Managers and administrators	207	109	26	28	31	13
Sales workers	527	235	99	66	85	42
Clerical and kindred workers	1,590	510	171	222	482	205
Craftsmen and operatives	3,475	1,606	647	382	515	325
Laborers except farm	312	134	63	51	53	11
Farm workers	349	141	58	53	63	34
Service workers except private household	5,330	2,473	942	634	918	363
Private household	7,183	3,578	1,196	770	1,098	541
Head Unemployed	2,096	265	108	239	738	746
Head Not in Labor Force	32,067	741	434	876	3,205	26,811

Source: U.S. Bureau of the Census, 1970 Census of Population, Detailed Characteristics: Alabama, p. 902.

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